

“Renewed Request For Study Sessions”



Request Letter Is Accompanied By Educational Plans, Photos, & Graphs

Wednesday, April 13th 2011

To DYCF & to all agencies concerned,

We, Wenceslao Gonzalez Jr. and Cibeles Jolivette Gonzalez, the parents of Wenceslao Adonis Gonzalez III (01/06/05) and Galileo Basilio Gonzalez (04/02/07), are writing this letter in order to once again request study sessions with our own sons in the sincere interest of reversing, to any extent which is in our ability, the ongoing damage that is being done to our sons' potential for learning.

We frankly tire of rhetoric that does not reflect the merit of results, though it might reflect influence. Influence is not all together bad when directed towards worthy and noble goals, but influence is only as meritorious as what it can achieve, and if it only strives to achieve detrimental aims for selfish and personal gains, then influence merely becomes the tool for the tyrannical expansion of narcissistic attitudes.

This is what we have seen despite the never-ending rosy proclamations of "progress",

1) Our eldest son Wencito (who has no talking problems) has a shrunk vocabulary due to the fact that he is now a monolingual, and is in an intellectually dead environment.

2) Our eldest son Wencito can count up to 20 in English only (this he remembers from what we taught him) when he could count up to 20 in three languages at the age of 3 ½ years.

3) Our eldest son's penmanship (he hardly writes now, and we only have seen him on rare occasions write his first name) has greatly deteriorated from when he was 3 ½ years old. At that age he could write several words, three words in Hebrew, his first and last name, and Galileo's name in neat handwriting.

Now, at six years of age he can only write his first name, and his penmanship has greatly worsened.

4) Our eldest son Wencito has obviously been conditioned by Ana not to like books, or musical instruments, or any learning activity which is not art-related (writing, numbers, music, etc.).

5) Wencito (to our knowledge) appears not to be able to play tunes on the piano anymore, nor does he appear to sing anymore (things which he did at the age of 3 ½ years).

6) As time passes, and he is intentionally taught nothing, he will inevitably fall behind (no matter how smart he is), and of course those environmentally-induced "delays" will be attributed to non-existent conditions.

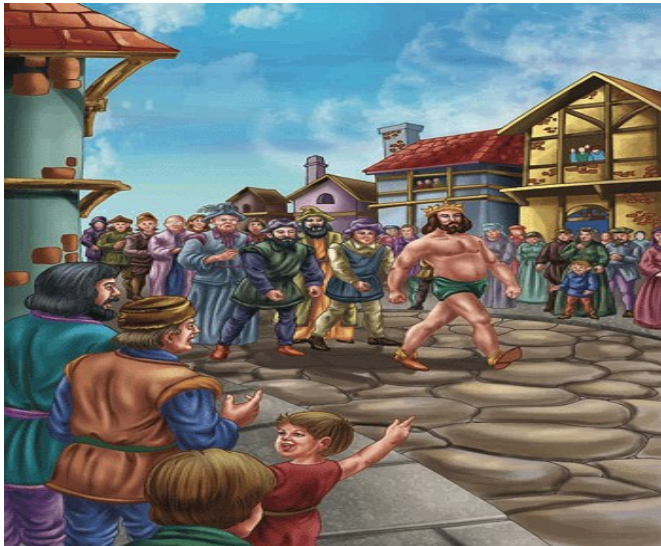
7) Galileo at the age of four does not know a fraction of what Wencito knew at three, not because of lack of intelligence but rather because of lack of opportunity, and the unloving environments in which he has lived since being stolen at the age of 1 ½ years.

8) Galileo at three years of age learned to count up to six because we taught him on visits, and if we do not review with him on our visits he gets rusty due to lack of practice, because obviously nobody cares about teaching him anything.

- 9) Galileo cannot recognize any of the letters and does not know his ABCs, something which Wencito knew at the age of two years . Again, the fault is not Galileo's, toddlers cannot educate themselves, they need loving adults who take an earnest interest in them, and who actually desire their well being and progress. We know that the ignorance imposed on him benefits many monetarily, and satisfies the vengeful whims of some, but Galileo is paying an incredibly high price for the selfish gains of others.
- 10) Galileo does not know his shapes, and he sometimes does not seem interested in books, which is a clear sign of chronic lack of stimulation and nurturing.

Ironically, the progress so often proclaimed reminds us a bit of the old Hans Christian

Andersen tale "The Emperor's New Clothes" in which everyone is intimidated into



stating that they could see the emperor's wondrous new "garments" because it was proclaimed that only fools could not see the clothes. Of course, since nobody wanted to be thought of as a fool, everyone claimed that they could see the clothes which were not really there, until a child, unhindered

by the potential stigma of public opinion, had enough wisdom to state the simple truth, that the emperor was really naked. The child in that story had no influence, power, or prestige, just the simple willingness to state the true situation was. We neither have influence, power, or prestige, and are looked down upon by your agencies, but we are no fools,

and we see no progress, and we know that there is no progress, and common sense dictates that progress cannot occur within the confines of the detrimental environmental factors which unbeknownst to many are smothering our sons on a daily basis, and robbing them of a chance to be all that they can be. Your agencies can continue your progress chant for a good time to come, but words of themselves cannot bring about change when the effort is lacking or directed towards the opposite of what is being verbally espoused.

We were unlawfully stripped of our rights to educate our own children without any due process, by an agency which had no business involving itself in this Ana-created lunacy, and by an overly obliging "court" which seemed to view our unjust situation through blindfolds ten feet thick!

There was no rational legally-based reason to strip us of our Constitutional right to educate our own children when we are both quite capable of teaching them, and when there is a devotion to learning in our household which exceeds the norm found in most households. Last year in May of 2010 we requested study sessions with our sons, and were unjustly and irrationally denied our highly reasonable request. When we spoke with the CASEY social worker Mr. Ehrhardt on the March 17th 2011 visit, when he told us that Wencito might be left back in Pre-K another year, and we made a mention of why we had been denied study sessions with our sons last year when no harm could have come of it, only good. He told us to write to you (DCYF) another letter explaining to you what we would teach our children and how we would go about it, which is what we will endeavor to do in this letter with photos and charts.

Of course, since these are OUR children, our curriculum will strive to teach things that we personally feel are important, while not neglecting the academic basics that are so necessary for forming a stable foundation for lifelong successful learning.

The key thing is to teach the child to LOVE to learn because this will enable the child (even when grown) to take the initiative to continue educating himself throughout his life. Since we understand this vital principle, we were not pleased with Mr. Ehrhardt's insinuation on March 17th that our teaching consists only of drilling. By making our teaching methods sound unpleasant it is perhaps easier to invalidate our right to educate our sons.

Not all consists solely of games in education, for the development of discipline and consistency in learning proposed topics must be learned at an early age, and some review to achieve mastery over a learned topic is unavoidable. However, we strive to make learning fun and interesting, more so than most public school teachers who are overwhelmed and obsessed with test preparation in order to meet national standards, and who for the most part lack creativity and stamina in their teaching.

In anticipation of the request which we are now writing, and also for general use on our visits, one of us (the mother of the boys) took the initiative to design several educational board games for our sons. The board games will be used in conjunction with other entertaining teaching aids to teach letters, shapes, basic geography, and simple arithmetic.

Since Wencito already knows all of his letters (thanks to our diligent teaching prior to his abduction) we can proceed with him straight to phonics, and how to put words together.

With Galileo, we will nevertheless have to start from scratch, as he does not recognize any of the letters or numbers, though he can count up to six because we taught him during our visits.

We wish to incorporate the arts in our curriculum because not only do they aid in the development of abstract thinking skills, but they can also be linked to more academic topics. Music, for an example, can teach mathematical concepts, art likewise can teach geometric concepts, and can also be used to teach history and creative writing.

Dance, while providing physical exercise, also teaches discipline by advocating consistency to a given procedure (we are of course talking of structured dance, with established steps, and not improvised dance), and teaching the concept of timing (which will later on enable the boys to understand how a clock functions).

All this of course will be later explained in detail.

We are requesting weekly study sessions (in addition to our bi-weekly visit) which will last one hour, and which will take place at the CASEY Center.

As a result, and with much calculation, we have taken the liberty (though much of our liberty has been stripped) of formulating a circle graph which will in detail explain how the weekly study session (if granted) will be broken up according to the planned curriculum.

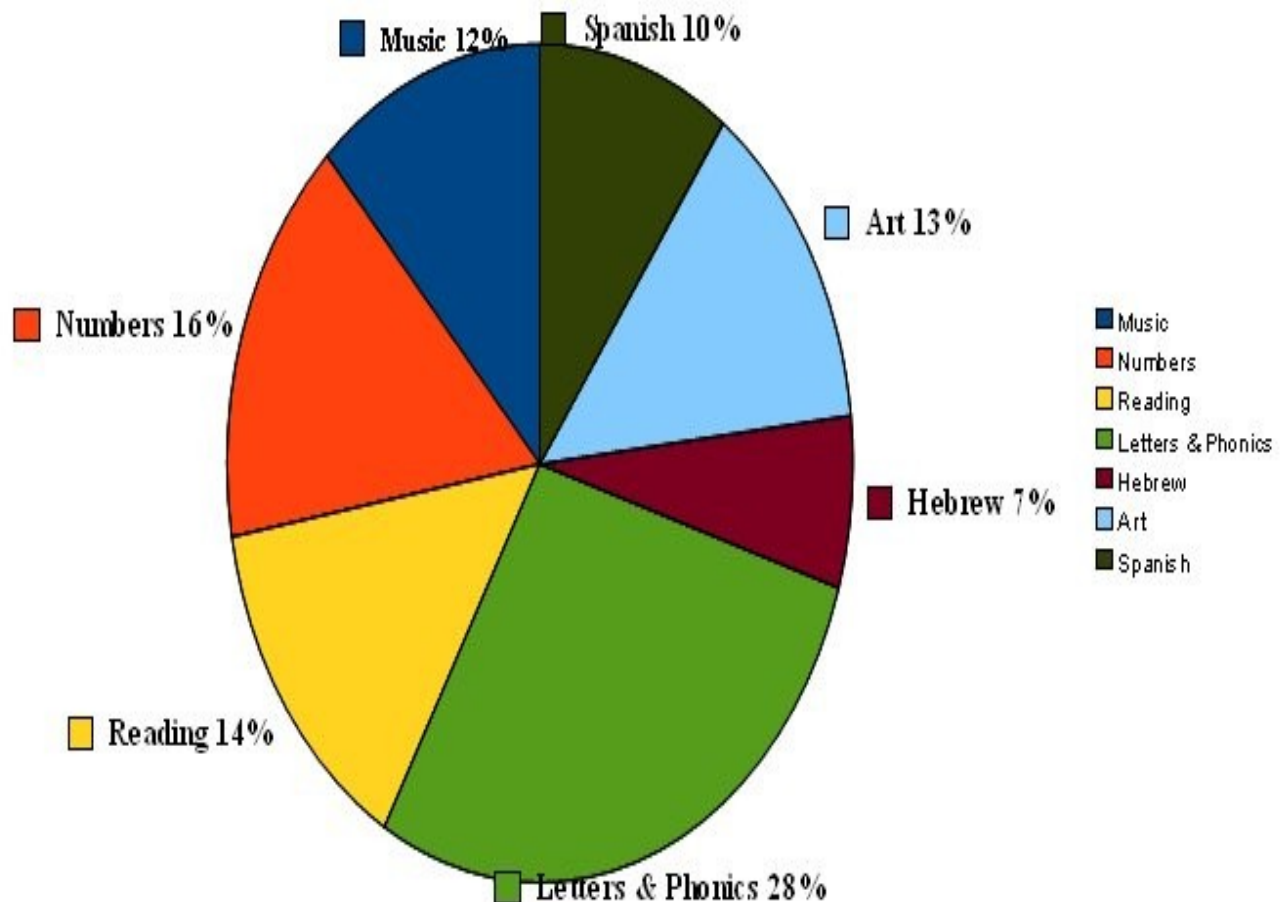
We might deviate occasionally from the plan proposed here, but will nevertheless strive to remain true to this graph most of the time. The hour is carefully split up into subjects and each subject's quantity of percentage is dictated by the subject's importance. Each subject does not last an extremely long time so that the children will not be overwhelmed until they are accustomed to the structure that comes with all learning.

Explanation Of Time Breakup In Minutes:

Letters & Phonics	16.8 minutes
Numbers	9.6 minutes
Reading	8.4 minutes
Art	7.8 minutes
Music	7.2 minutes
Spanish	6.0 minutes
Hebrew	4.2 minutes



60 minutes total

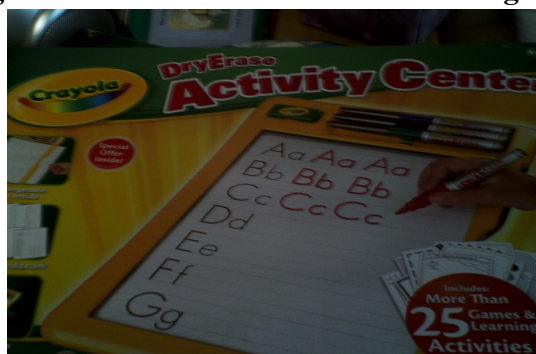


Letters and phonics of course are of the utmost importance, because without literacy skills learning becomes a great challenge. Books are the great gateway to knowledge and only those who are sufficiently literate can benefit from what they have to offer.

Both Wencito and Galileo will study this subject, only that with Galileo we will put emphasis on letter recognition and formation, while with Wencito we will proceed straight to phonics and simple sentence formation.

We will be designing several boardgames to help teach this subject, and we already possess a wide array of colorful teaching tools, entertaining workbooks, and educational toys which will strive to stimulate their minds, and encourage every effort.

We also have little blackboards, and wipeable writing boards which will aid in our teaching efforts.



We ask that they continue to be given the natural plant based multi-vitamins with probiotics which we will continue to provide, so that they can at least to some extent counteract the poor diet to which they are subjected to, and be able to focus more clearly on their studies.



By mastery we of course mean at first letter recognition, and after the letters are recognized, letter formation. Though it might be a good idea to make an attempt

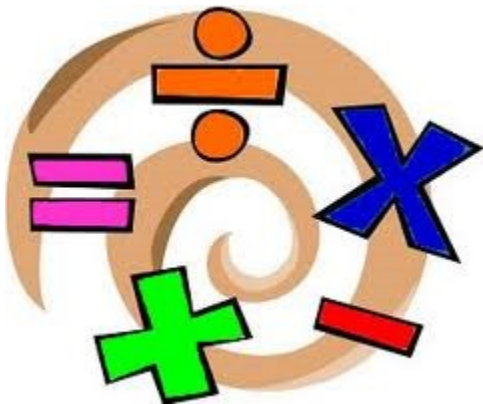
GALILEO'S LETTER PROGRESS CHART				

To keep accurate track of what will be taught on each study session we have devised several charts to organize that information in order to further assist us in assessing what we need to continue to work on, and to indicate when we can move on to new areas within a given topic.

[illegible]

MATERIAL TAUGHT IN STUDY SESSIONS:WENCITO							
DATE	LETTERS	NUMBERS	READING	MUSIC	SPANISH	HEBREW	ART

The next subject that will be taught will be numbers (which of course will eventually include basic arithmetic), to which we will devote 9.6 minutes or 16 % of the total study session time.



Wencito knows his numbers up to twenty and recognizes them thanks to the teaching which he received prior to his abduction, however we will have to move on and teach him numbers higher than 20. At the age of 3 ½ years Wencito was advanced by knowing how to count up to 20 in three languages, but now he has fallen greatly

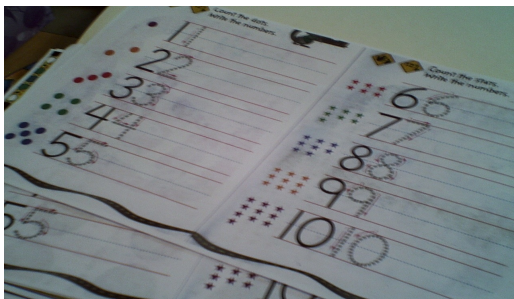
behind due to conditioning and lack of stimulation, for under normal circumstances he would already have known how to count up to 100 (or perhaps more) at his present age of six years. Galileo was taught by us how to count up to six, before that he did not know how to count at all since nobody had cared to teach him.



GALILEO'S NUMBER RECOGNITION CHART

WENCITO'S NUMBER RECOGNITION CHART

The above charts are similar to the Letter Progress Chart previously shown for Galileo, and will enable us to keep an accurate track of which numbers the boys have mastered.

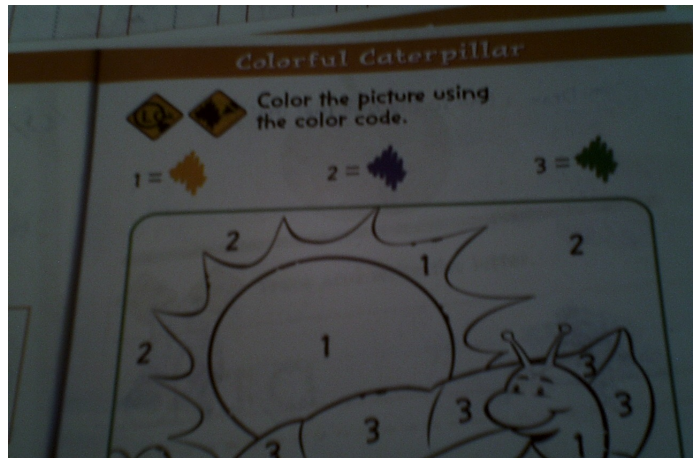


When numbers are mastered, the obtained knowledge will be re-enforced through a series of entertaining activities such as

connect-the-dot drawings,

color according to number (right), etc.

Board games (some designed and invented by us) will strive to keep the acquired knowledge constantly ripe.



Below is shown a board game which one of us (the mother of the boys) invented to teach both boys simple addition and subtraction. The game is called "Apple Valley Math" and allows the child to use foam apples held by the apple farmer to solve the arithmetic problems which are presented in the game cards.



Apart from focusing on numbers and simple arithmetic, which will be our main focus within

this subject, we will strive to teach them (especially Galileo who has no knowledge of them)

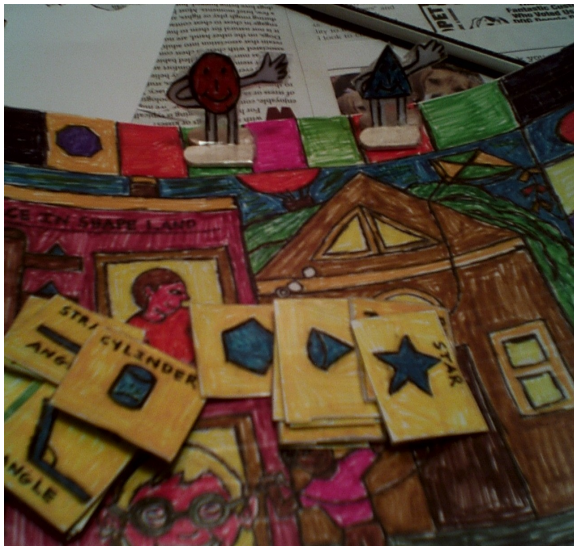
about shapes, as well as very simple rudiments of geometry. Wencito knew all of his shapes in

English and Spanish when he was abducted at the age of $3\frac{1}{2}$ years, but Galileo never had a similar advantage.

With Galileo we will start from scratch, while with Wencito who knows his shapes (thanks to us), we will simply review and introduce him to lesser known shapes which he did not know like trapezoid (he did before being taken from us know some less common shapes like pentagon), and introduce him to angles.

The angle introduction will be more visual than calculational, with the boys learning how to recognize how different angles look and their names, rather than how many degrees they have. We have devised (or rather the mother of the boys has) a game meant to teach baby geometry.

The game, in a diverting and child-friendly fashion, teaches shapes and angles, without overwhelming the small child.



If angles appear to be inappropriate material for small children it is only because one is perhaps thinking in terms of more advanced geometry, and

because one is putting limitations on the child. A child, when loved and encouraged can learn many things. To start to put limitations on a child's capacity for learning by telling him that something is too difficult to learn, is to teach the child to doubt his potential during the stage when the child's natural curiosity and inquisitiveness is at its strongest.

Of course, this was our sons' attitude (especially Wencito's) before they were stolen from us.

Wencito was in love with learning.

We however, sadly acknowledge that three years of the nightmarish situations which Ana has created for our sons has reduced our sons natural enthusiasm for learning into only a nearly invisible spectre, which is only visible in our memories. Given these highly unusual circumstances which most parents have the good fortune of not having to deal with, we know that we must simultaneously undo Ana's conditioning, and work hard to re-instill that natural love of learning, while at the same time instructing them.

Because their present "caretaker" seeks our children's detriment rather than their benefit, she will of course try to destroy our efforts to undo her conditioning, and return the boys to pre-removal state.

Nevertheless, given the opportunity, we feel that with G-D's help we can prevail, though at first the conditioning may hinder the speed with which progress is made.

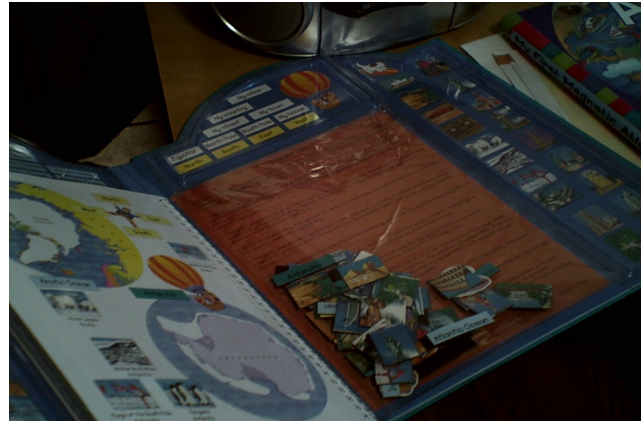
The children have to re-accustom themselves after a considerable period of time of being indoctrinated otherwise, that learning really is fun.

Reading will be studied for 8.4 minutes during which we will read aloud to them either a complete book, or a portion of a book. The first idea by this activity is to get them re-accustomed to books. However,we will read to them so that they can listen to how words are pronounced, and expand their vocabulary, while learning new things.

Afterwards, when they have learned to read a bit, we will allow them to read words from the book that is being read.



We have many books for the boys at our present home. We have recently purchased two beautiful magnetic children's Atlases (among many other books) which can be incorporated in this activity, with the added bonus of being a more interactive book from which they can start to understand what geography is.



At one time the boys had a vast high quality multi-lingual library, the bulk of which is now in Spain, but sadly they now show little interest in books. We hope that this activity will change that. The photos that we will show here of some of the books that we have for them, is but a



small sampling of what we have invested in books with the fervent and sincere hope of helping them succeed academically. To the left can be seen a portion of the many readers that we have for them. These readers have

very simple text, and associate the child with diverse vowel patterns which are then emphasized in the text of each book.

We will be using the Reading period of the study session to re-enforce the phonics concepts taught during the Letters & Phonics period of the session, as well as to introduce them to diverse topics in an entertaining and visually attractive fashion.



The books which we have, have abundant illustrations. We will use these appealing books to introduce the boys to history, art, science, and languages.

We will seek that the simple prose of these readers impart positive and Biblically-based values through the stories read. Some of the stories will focus on



the Jewish faith (such as the books shown below left, which they had before being stolen from



us) with an emphasis on Sephardic culture, while others will incorporate situations from everyday life, or fantasy elements, or even other cultures, as long as the moral learned from the story is Biblically compatible.

Imagination is only as good as the ideals which it engenders, therefore the imaginative process is only

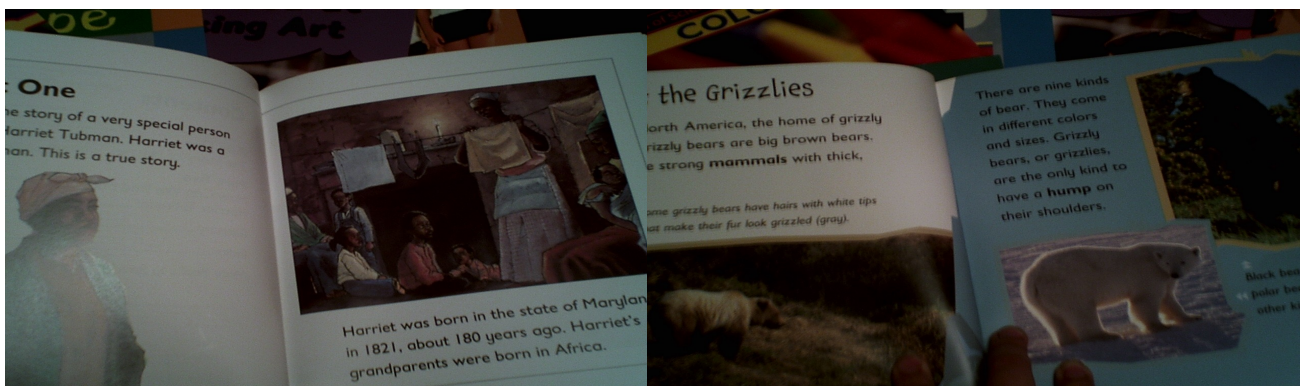
beneficial to a child's overall development if gently guided by a caring, well-meaning adult.

To rely solely on pretend play as the main outlet for a child's imaginative capacities is to severely handicap a child by denying him other avenues which can quite ably serve the dual purpose of enhancing the child's imagination and creativity while making him academically-inclined.

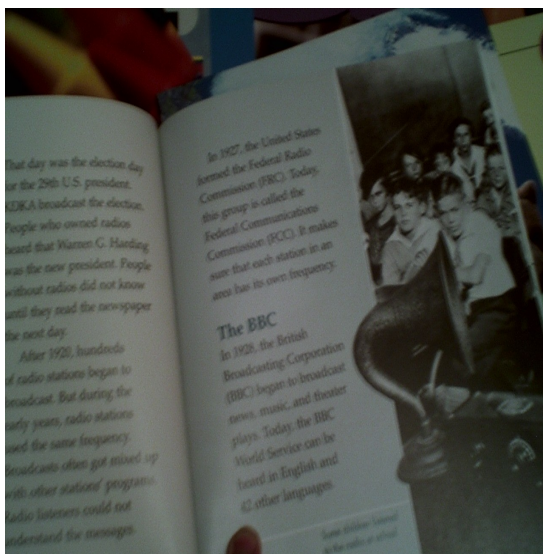
Reading and writing, as well as the arts, are magnificent outlets for developing an intense imagination. The books shown to the right are some of the books that we have for our sons which cover a diverse range of subjects.



The simple text of the books along with the lavish illustrations, makes subjects commonly thought of as hard (history and science), easy to understand and interesting for very young children.



Seeing books as a gateway to other worlds which always hold exciting possibilities for constant

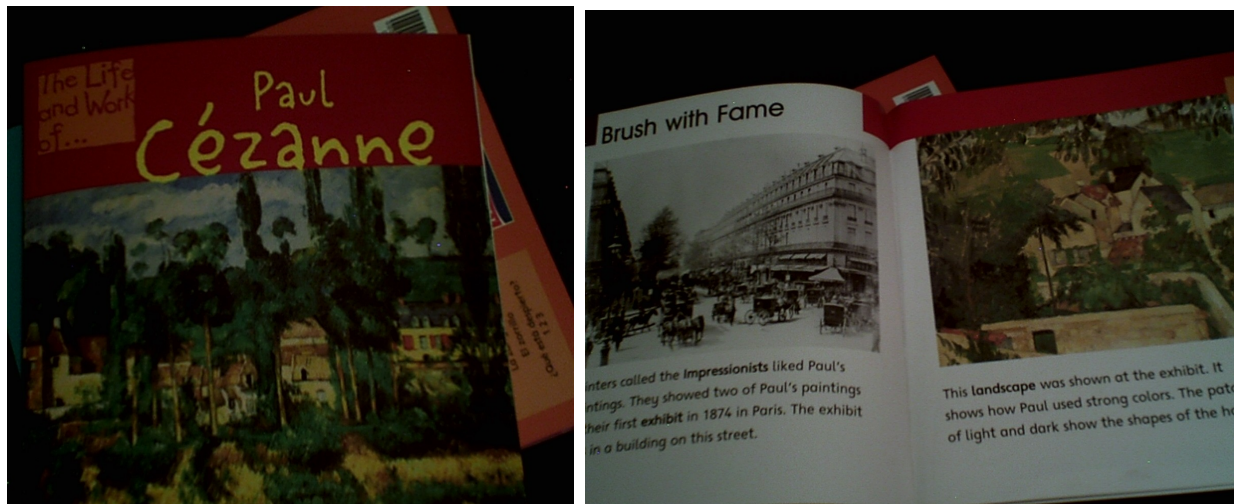


discovery is all a matter of perception, and the earlier that such a connection is implanted in the child's mind, the better.

Children do not automatically come to the erroneous conclusion that books are boring. It is a false idea taught to them by society, pop culture, and even by lazy parents who invest no effort in their children's education , and who even use

educational activities as a form of punishment, thus disassociating learning from enjoyment in the child's mind.

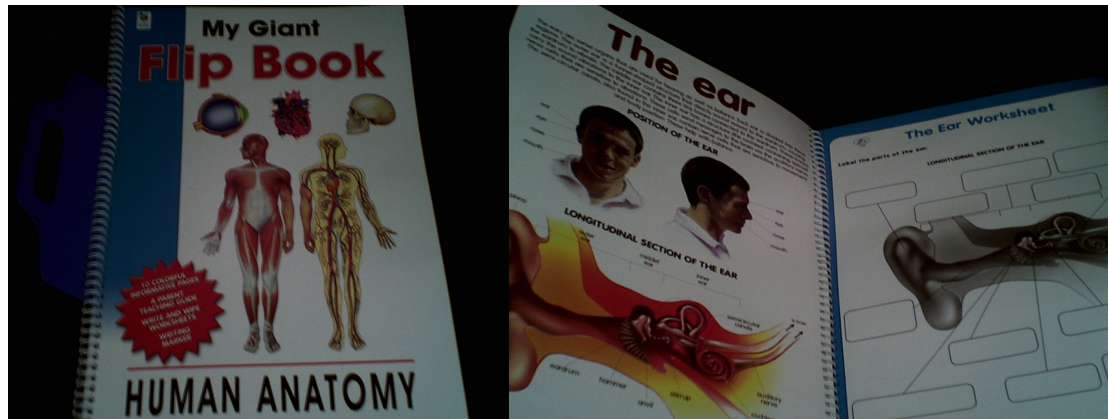
Example: “You cannot play outside, but will have to stay in your room reading a book, or doing your homework.”



When first introducing the love of reading to a child it is always advisable to choose books which reflect topics that already interest the child, in addition to any other subject that one may wish to introduce the child to. Wencito has always been passionate about art, and we believe that this might also have been the case with Galileo had he not been stolen from us at such a young age. Therefore, we have purchased some books for small children which tell of the lives of famous artists. One of these books is shown above. As can be seen, the book is highly explicative of the artist's life while retaining that simplicity of text which is so necessary for maintaining the continued interest of the beginning reader.



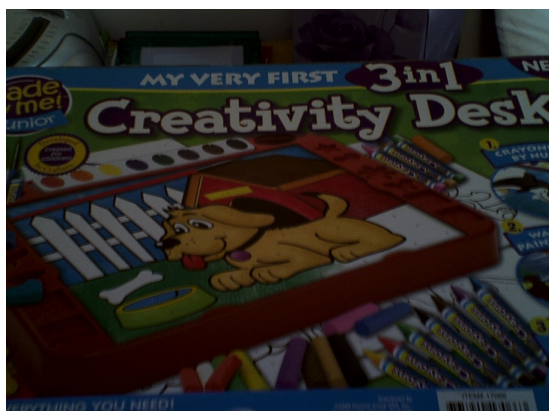
With Galileo in particular, we will use reading as a way to vigorously stimulate vocabulary enhancement. We will aim to do this through colorful vocabulary books (such as the one shown to the left which also teaches science).



The science book shown above has wipeable pages which can be reused.

The next subject which will be taught is art, which will occupy 7.8 minutes of the total one hour session. We try to incorporate as much diversity as possible within the one hour session, so that their interest can be maintained while they learn new things.

If they learn several new things on a consistent basis, then that is preferable to devoting too much time to a specific subject when the boys have yet to adapt to a structured routine, because of the lack of stimulus and supervised instruction which they have received.



We do not expect to experience difficulties interesting the boys in art activities, as it is the one interest which Wencito has managed to retain during his separation from us, and Galileo also seems to enjoy art, despite the evident lack of instruction which he has received at drawing.

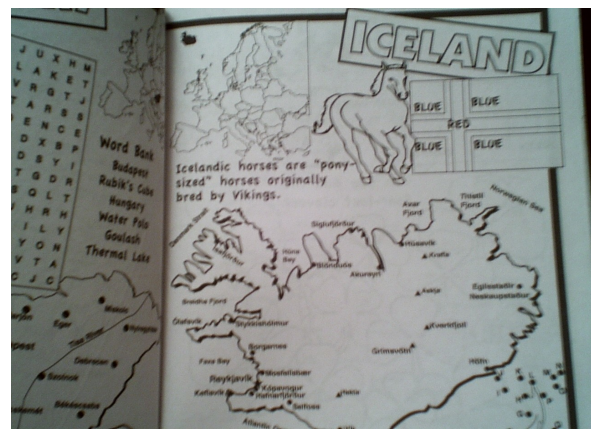
We will however, seek to use this limited time space to engage them in art activities that also have a dual educational purpose by likewise helping to teach them academic concepts.



(Above: Some of the art tools which we have for the boys)

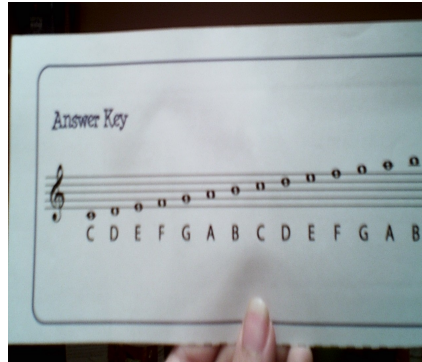
Example: A color-in-page that allows the child to paint a historical or geographical scene.

Art which teaches math concepts, like origami, which teaches counting by the amount of times that the child has to fold the paper, as well as a basic awareness of patterns and shapes.



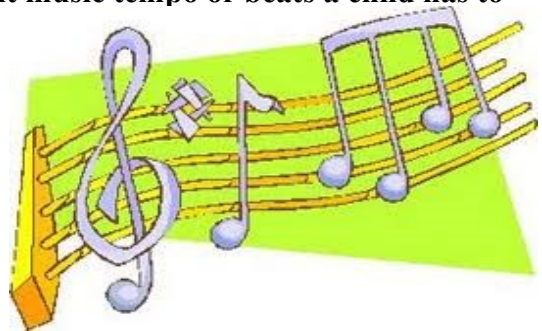
By giving a child the ability to exercise a creative action while adhering to established concepts (such as geographical or geometric facts), it gives the child a certain degree of autonomy within the learning process, which serves to entice the child to learn more while fostering the roots of independent thought.

Next, music will be taught for 7.2 minutes. The musical instruction will vary from session to session. In one study session it might consist of teaching them to recognize certain notes on the musical pentagram, on another occasion it can be a more physical activity exploring rhythm.



(Tools for teaching music that we have for the boys)

Rhythm teaches math concepts, for to understand about music tempo or beats a child has to automatically count. On other sessions, instruction on an instrument might be provided. We sincerely believe that an education without the arts is not a true education, just as an education without learning the Bible is also not a true education. Education at its most authentic must be well rounded and diverse, as long as that diversity of knowledge promotes positive concepts which are in tune with Biblical principles.



A century ago, a considerable amount of the population knew how to play at least one instrument, now unfortunately the knowledge of music seems a rare trait.

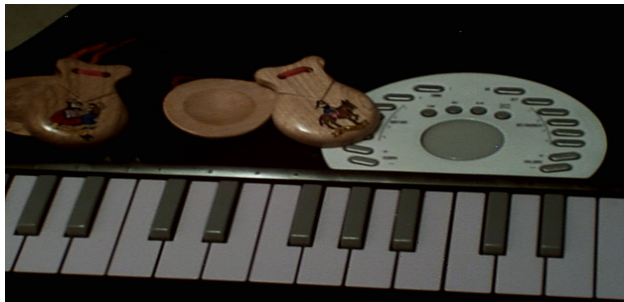
The arts teach children how to think abstractly, can be tied to academic concepts (as previously mentioned), and improves a child's self-esteem.

Prior to his abduction Wencito showed clear signs of having great aptitude in this area, as he could sing in tune at the age of two and follow instrumental accompaniment, and at the age of three was playing tunes on the piano by ear and would make up his own melodies.



Therefore, by providing musical instruction we would be not only seeking to obtain the already mentioned benefits of an education in the arts, but to re-awaken Wencito's dormant musical abilities, and develop any dormant and undeveloped ability which Galileo might have.

We heard Galileo briefly singing once at the age of almost three (when we visited them at your DCYF building) which led us to believe that he too might have undeveloped musical talent, as his singing sounded nice. In any case, had our children not been stolen from us, Galileo would be now on the verge of receiving more formalized musical instruction, and Wencito would be playing more complex tunes on the piano using both hands.



Our house has always been a musical one before this bizarre situation arose, and even under the our present oppressive state we have tried to make time in our home for music, and that is reflected in the variety of musical instruments which we

have purchased for the boys in the hope of providing them with the necessary instruction.

The next two subjects which will occupy the remaining 10.2 minutes of the boys' session are Spanish and Hebrew. Even if your agency thinks that these subjects are unnecessary, we do not, and we are their parents and have never relinquished our lawful rights to them.

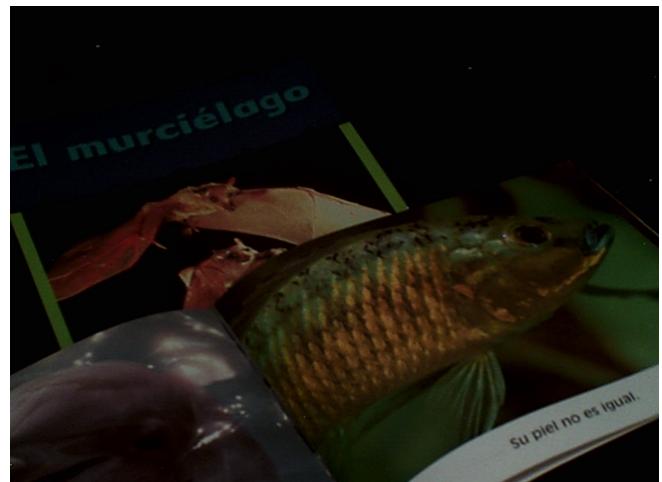
Ana definitely does not think that learning languages is important, as in her zeal to embrace an Anglo image she never wanted to teach her daughters Spanish, nor has she spoken to her daughters in Spanish. That was her choice, and she has a right to it, however erroneous, for those are her daughters. Just the same, we have the G-D given (as well as Constitutional) right to teach our sons other languages if we so choose to.

Research has shown the long-term benefits of speaking more than one language, even though children growing up in multi-lingual homes tend to be less fluent in their speech until later on, because they are processing the rules of more than one language.

The point is that Ana and your agency have no right to enforce your preference for monolingualism on us, or on our children, who are negatively affected by such a decision.

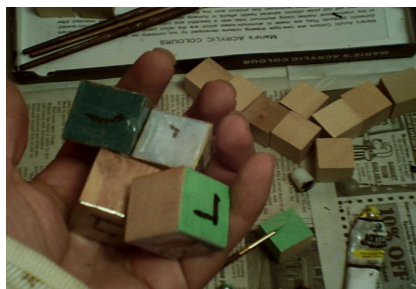
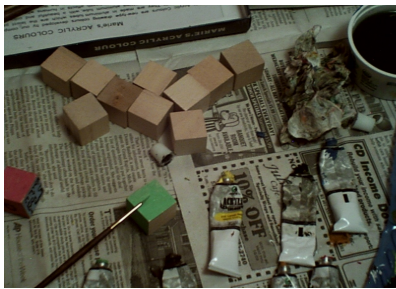
Six minutes will be devoted to the formation of basic Spanish vocabulary, a language which Wencito knew how to understand and speak, and which Galileo could understand prior to their abduction. Naturally, we would devote more time than six minutes had we not such a limited time period in which to work, and so many areas to cover in an effort to halt the damaging environmental effects which daily threaten to further erode their potential.

The Spanish vocabulary can be introduced via colorful books or games (such as the books shown to the right).



The last 4.2 minutes of the study session will be devoted to introducing basic Hebrew vocabulary. This is a language which we personally believe that it is imperative that they have a knowledge of. Prior to his abduction Wencito had some Hebrew vocabulary and could write three words in Hebrew, so that he also had knowledge of how to form some Hebrew letters. Galileo unfortunately never had the same opportunity due to the fact that he was taken so young.

The Hebrew vocabulary can be introduced via colorful books, and games such as the colorful series of Hebrew alphabet blocks which one of us (the mother of the boys) made for them in order to aid them in the task of learning Hebrew letters.



Below is a boardgame which we are still working on, that will teach basic Hebrew vocabulary and geography.



If Ana and DCYF would have at least taken the responsibility to teach our sons the basic academic skills necessary to succeed in a school/study environment (something we we do not expect, for it would not be at all realistic on our part), we would not have to devote such a large section of this study session on numbers and letters.

However, while DCYF (and Ana especially) insists on intentionally maintaining our sons living in a state of enforced ignorance to satisfy their zeal for passing off our sons as "learning disabled/low intelligence", the need to focus on such basics will inevitably increase with the passage of wasted time.

So much government money has been wasted to fill the pockets of those who provide non-existent "services", people are actually getting paid for doing nothing while pretending to do something, so that the fault will be heaped on our sons who like scapegoats will have to bear the blame for the incompetency and ill will of others with the false labels that they carry.

If we could have Wencito at the age of three knowing what most children are beginning to learn in Kindergarten, then why cannot all these professionals (on whom so much money has been spent) have Wencito (who is now six) reading, when he has known and recognized all his letters since he was two years old, and could write words at three?!

We do not ask to get paid for doing what is a pleasure for us to do, and what we do sincerely with the best of intentions, to help our sons develop their full learning potential.

No harm can come from our request for study sessions, so there is no rational, unbiased, and altruistic reason to deny our request.

The only reason to deny our request can come from ulterior agendas, arrogance, and ill will for our sons.

**Its time that those who actually care about our sons have a say in what goes on with them,
rather than all the power over our sons' fate being in the hands of those who have no personal
interest in procuring their well being.**

We await your response to this request.

Sincerely,

Wenceslao Gonzalez Jr.

Cibeles Jolivette Gonzalez
